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ABSTRACT

Because financial stability of colleges and universities is threatened by level or decreased funding from all government sources, private resource development looms as a crucial element of community college operations in the next century. In order to determine the optimal private sources to target, Okaloosa-Walton Community College (OWCC), in Niceville, Florida, performed a decision-making analysis of fund raising options. An optimum allocation analysis was undertaken to assess the donor potential of individuals, alumni, corporations, and foundations, using Policy, a multi-criteria decision-making program modeled after the part/whole percentaging analysis developed by Nagel (1985 and 1987). Each of the four options was assessed in terms of the following five criteria: (1) capacity of giving; (2) motivation toward giving; (3) frequency of giving; (4) tax incentives; and (5) dependability of the source of revenue. The overall allocation percentage for individuals was highest (36.7%), while corporations were a close second at 30.68%. Alumni and foundations rated 19.27% and 13.33%, respectively. Because the closeness of the allocation percentages for individuals and corporations did not indicate a clear preference, a sensitivity analysis was performed on the two options. Four graphs of the results were prepared to illustrate the allocation outcomes with changes in relationship scores and weights. In comparing the two options, individuals won 54.72% to 45.28% for corporations, indicating that the pursuit of individual donors was the preferred route for raising private funds for OWCC. (MAB)

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A DECISION-MAKING ANALYSIS OF FUND RAISING OPTIONS IN A PUBLIC COMMUNITY COLLEGE

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November 1990

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A DECISION-MAKING ANALYSIS OF FUND RAISING OPTIONS IN A PUBLIC COMMUNITY COLLEGE

Introduction

Private financial support has become increasingly important for public institutions of higher education. The financial stability of colleges and universities is threatened by level or decreased funding from all government sources. Private resource development looms as a crucial element of community college operations in the next century. It is incumbent that community colleges strategically consider which sources of private support have the best potential for the institution.

Institutional resource development is a relatively new phenomenon at public community colleges. The tradition of fund raising is strongest in old, more selective private liberal arts colleges and elite private universities. These institutions have a well-established capacity for development and tend to be successful in raising private support from a variety of sources (Brittingham, Pezzullo, 1990).

Community colleges, most of which have only come into existence since the 1950s, have short histories in active fund raising and often lack experienced development staff and/or well- organized donor records of alumni and friends. Of the 1,200 community colleges in the United States, only 700 have currently operating foundations for purpose of pursuing private resources. Of the institutions with foundations, only about 200 have reported active educational fund raising programs (Ryan, p.4).

The most effective way to increase private giving at a public community college is

going to be markedly different than even at a public four-year institution. Alumni at community colleges, for example, often are considered their first, logical source of contributions. However, according to Brittingham and Pezzullo (p.92), community colleges graduates who are the most financially successful may feel strong allegiance to the four-year institution from which they graduated than the community college.

Many community colleges have pursued fund raising from developing strong ties with local industry. In 1987-88, while corporations represented 23 percent of total private support for all institutions, among public community colleges, corporations accounted for 45 percent of all private support (Brittingham & Pezzullo, p 92). The relationship between businesses and community colleges is described as a partnership where colleges are expected to produce the technical backbone of local industries while simultaneously serving at-risk students who need higher education to obtain employment in an increasingly complex economy (Ryan, p.4).

Despite this relationship, the doors of many corporations and foundations have been closed to community colleges. Many corporations have policies excluding two-year institutions from their support (Ryan, p. 12). Brittingham and Pezzullo also noted that foundations appear more interest in a college's past successes, the evidence of its ability to perform, its size, and its prestige. Because they are highly focuses and conservative, foundations are inclined to give to established and larger institutions (p. v). Foundation contributions to community colleges have increased to more than $8.6 million in 1986 but still accounts for only 1 percent of all gifts to education by foundations (Ryan, p. 8).

The philanthropic environment facing community colleges poses both challenges and

opportunities. Public community colleges have taken strides to become a player, both alongside and in competition with four-year institutions, in soliciting and receiving private support. Uncertain government support has demanded community colleges create a niche in the resource development arena. In doing so, community colleges have looked to individuals, alumni, corporations and other foundations as sources for funding. Strategies for gaining support will vary with the audience. Analyzing the sources which have the best potential for providing funds will enable the institution to best utilize its resource development manpower and funding.

Options for Consideration

The problem addressed in this paper is how a public community college with a relatively new resource development office decides its best means for securing private support for the institution. This process involves analyzing the best choice of where the college should focus its resource development effort. The options (policies) considered include targeting individuals, alumni, corporations and foundations. Five criteria (goals) related to these options were examined. These include capacity of giving, motivation toward giving, frequency of giving, tax incentives, and dependability of the source of revenue.

Through performing a decision-matrix form of analysis, the college hopes to understand the rationale for concentrating resource development efforts in a particular area. College officials are sensitive that their analysis is acceptable to trustees. Timing of the analysis also is important. The college is preparing its first annual fund campaign to

attract major sources of revenue to the institution. Voids in data have the potential for being a constraint in this analysis.

Review of the Alternatives

In examining the alternatives, individual donors have been strongly linked with contributions to higher education. A study by Giving USA in 1989 of sources of support for all charities showed that 83 percent of the contributors were individuals. A 1989 report by the Association of Governing Boards of Universities and Colleges indicates that individuals account for 25.1 percent of private gifts to public institutions. A 1990 report by the Council for Aid to Education indicates the support from non-alumni individuals as grown 57.8 percent from 1983 to 1989 and now exceeds $4 billion annually (Bailey, 1990). Individual motivations for giving include worthiness of the cause, personal interest or association, knowledge that the institution is managed well, a sense of real social need, a sense of community obligation, and tax benefits (Brittingham & Pezzullo, p. 37).

Alumni donors are more likely to give when the perceived need of their alma mater is high. Alumni donors tend to be wealthier, be middle-aged or older, have strong emotional ties to the institution, have earned at least a bachelor's degree, and participate in some alumni activities (Brittingham & Pezzullo, p. 92). In 1989, alumni were the source of 22 percent of funds to public colleges and universities, according to the Association of Governing Boards' report. Alumni giving has increased 76.6 percent from 1983 to 1989 according to the Council for Aid to Education, and now exceeds $2.2 billion annually.

Corporate giving is tied to self-interest, such as gains in research in the area of the

company's needs, production of trained personnel, employees' morale, and the improvement of the community's environment. Corporate gifts were the source of 27.3 percent of donations to public colleges and universities in 1989. Corporate donations to all colleges and universities grew by 5.1 percent to more than $1.9 billion, according to the CAE report (Bailey, p. 8). The trend for corporate giving to community colleges, whose share has traditionally been low, appears to increasing. Companies are permitting their employees' gifts to two-year colleges to receive corporate match funds (Brittingham & Pezzullo, p. 53).

Private foundations are least likely to support community colleges and are about twice as likely to support a private as a public institution (Brittingham & Pezzullo, p. 53). According to the Association of Governing Boards' report, private foundations were the source of 10.4 percent of the private funds given to public colleges and universities in 1989. Still, private foundation giving to all colleges and universities has increased 61 percent from 1983 to 1989 to $1.7 billion in 1988-89 (Bailey, p. 8).

Criteria

Five criteria (goals) are associated with the choice of a source for resource development effort. The criteria have been identified by the college as desirable. The weights that were assigned each criteria are based on a combination of priorities identified by institutional resource development professionals.

Capacity for giving is an assessment of a particular alternative's financial capability for contributing to a public community college. Motivation for giving is an assessment of particular alternative's desire to make donations to a public community

college. Frequency of giving is an assessment of a particular alternative's pattern of contributing in general and of specifically giving to a public community college. Tax incentive is an assessment of a particular alternative's ability to realize tax deductions by contributing to a public community college. Dependability of the source of revenue is an assessment of the funds which could be realized over time from a particular alternative.

Optimum Allocation Analysis

The four alternatives for resource development effort achieve the five goals to a degree. The challenge is to determine which plan will most achieve the goals in review of the relationships between the options and the criteria. This analysis is accomplished using Policy, a multi-criteria decision-making program modelled after P/G% Analysis developed by Nagel (1985 and 1987). In it, the computer-assisted outcomes are determined by calculating the part-whole percentage of the various options (policies) with regard to the specified criteria. The part-whole percentages represent, in essence, the percentage contribution that the raw scores of any one policy alternative makes toward the total raw score contributions (Teasley, 1989).

As Nagel (1987) observes, decision-aiding software handles key methodological problems in decision making, including multiple dimensions on multiple goals, missing information, multiple alternatives, multiple alternatives, and the need for simplicity.

P/G% analysis, with a 5-point descending scale, is being used in this study because it easily measures criteria and weights can be determined to measure their importance. One of criteria is considered to be most important, two are of equal importance, and two

are of lesser importance. P/G% analysis is able to accommodate these factors. Because of soft or missing data, each alternative was given a 5 and other scores were assigned on the basis of whether the alternatives were slightly worse, moderately worse, significantly worse, or incomparable (Teasley, 1990).

Results of Optimum Allocation Analysis

Individual contributors was the first alternative considered in the optimum allocation analysis (Table 1). Individuals were given a score of 4 for capacity to give since more than a quarter of contributions come from individual donors. Under criteria of motivation for giving, individuals were given the highest score of 5 since more than 83 percent of charitable giving comes from individuals. Individuals scored a 4 on frequency of giving but received on a score of 3 for tax incentives since studies have shown the criteria not to be a major consideration of individual giving. For dependability of revenue over time, individuals again scored 5 because of established giving habits among individual donors.

The alumni alternative was the second option to be examined. Alumni scored 2 for capacity for giving and 3 for motivation, essentially because alumni allegiance toward two-year colleges is eclipsed by giving to the four-year institution. Tax incentive was scored 2 among alumni as was the dependability of alumni gifts over time.

The corporation was the next alternative analyzed. The capacity of giving by corporations scored 5 because corporate giving represents more than 27 percent of gifts to higher education. Although two-year colleges have made strong inroads for corporate gifts, corporations scored 3 on the criteria of motivation for giving and only rate a score

of 2 on frequency of giving for two-year institutions. Corporations scored 5 on tax incentives since it is a major factor in their giving. Because of the impact of the economy, corporations scored a 3 on dependable of their gift revenue over time.

Foundations was the final alternative examined. Foundations are judged to have the a healthy capacity for giving, thus scoring a 3. However, foundation giving toward community colleges drew scores of 1 for motivation and 1 for frequency as well as 1 for tax incentives. Studies don't indicate a dependable source of revenue from foundation over time, thus earning foundation a score of 2.

The allocation percentage for each alternative in the Unweighted Percentage Analysis (Table 2) result from determining the percentage that each alternative relationship score contributes to the total of the relationship scores for a criteria (Teasley, 1989). The table reflects that corporations have the highest capacity for giving (35.7 percent) and have the most to gain from tax incentives (45.45 percent). Individuals, meanwhile, rated higher in motivation (41.67 percent), frequency (44.4 percent), and dependability (41.67 percent). Overall allocation percentage, individuals, with 36.7 percent, is the choice for the best potential source of funds while corporations were a close second at 30.68 percent. Alumni and foundation alternatives rated 19.27 percent and 13.33 percent respectively.

The use of Weighted Percentage Analysis (Table 3) only increases the percentages for corporations in capacity and tax incentives and for individuals insofar as motivation, frequency, and dependability. The analysis shows no substantial change in the overall allocation percentages, with individuals the first choice at 36.27 percent, followed by corporations (30.59 percent), alumni (18.78 percent), and foundations (14.37 percent).

The closeness of the allocation percentages for individuals and corporations does not indicate a clearly overwhelming choice. Changing the relative goal weights, typically a judgment call by the analyst, can result in the overall allocation scores being reversed between two alternatives (Teasley, 1989). Since this type of analysis can be criticized for the subjective opinions of resource development professionals, the use of sensitivity analysis is warranted.

Sensitivity Analysis

By using sensitivity analysis (Table 4) the college is able to observe the impact of various scoring and weighting on the final analysis of the highest rated alternatives: individuals and corporations. According to Nagel, the guesses related to weight have little impact on the final outcome of the analysis (Gibson). Sensitivity analysis determines the changes in the model to which the decision is sensitive. Threshold analysis and convergence analysis are the two quantitative methods involved with sensitivity analysis. Threshold analysis calculates the minimum relationship scores and criteria weights necessary to have a "break-even" result (Teasley, 1989).

In comparing Policy A and Policy B, Policy A (Individuals) wins 54.72 percent to the 45.28 percent for Policy B (Corporations), indicating pursuing individual donors is the preferred route for raising private funds for the college. The resulting analysis shows that the minimum weight required to establish a break-even result are 5.25 for criterion of capacity, -.89 for motivation, -.42 for frequency, 2.89 for tax incentive, and -.89 for dependability. Minimum relationship scores for criteria 1-5, respectively are: Policy A

1.32, 1.91, 1.51, .81 and -7.91; Policy B 15.20, 7.86, 5.29, 18.69, and 7.86. A 50 percent allocation for each policy alternative is produced when any of these values are substitute in the matrix.

Convergence weight is the weight that is necessary to bring the overall allocation to within 5 percent of the allocation if the alternative weights were zero (Teasley, 1989). The convergence weights are 6.3 for capacity, 3.6 for motivation, 7.9 for frequency, and 3.8 for dependability. The convergence weight of tax incentive, 13.2, is not as low. It indicates that increasing the weights of the criteria continue to have an impact at weight levels which are much higher than normally given. Thus, the weighting of tax incentive has a sensitive minimum and a meaningful maximum. It continues to affect the allocation percentage through very high weights (Teasley, 1990).

Graphing

In examining these relationships graphically, four graphs have been prepared to illustrate the allocation outcomes with changes in relationship scores and weights for the two alternatives, Policy A and Policy B (Figures 1-4). By looking at the Weight Location Curves (Figures 1-2), it is apparent that Individuals (Policy A) receives slightly over half of the overall allocation percentage while Corporations (Policy B) receives less than 50 percent. The point that the curves cross the 50 percent allocation line corresponds to the threshold weights. The curves flatten as the weights are increased, indicating the diminished returns from increasing the weights beyond 6.3, 3.8, 7.9, 13.2 and 3.8.

The relation-allocation curve (Figures 3-4) indicates the allocation percentage as

alternative or criterion changes values. The point where the curves cross the 50 percent allocation line indicate the respective threshold relationship scores. As the scores increase much beyond 8.0, they result in minimum allocation return and only marginal change in allocation for each unit will occur.

Conclusion

In analyzing the result of the computer-aide decision making, the college's resource development office can clearly demonstrate the sources of potential revenue which the institution should pursue in its fund raising efforts.

As has been observed, a significant barrier to implementation of appropriate policy analysis has been the quantitative skills of policymakers. Graphically displaying sensitivity analyses to less quantitatively oriented officials in the policy process can improve the quality of the resulting policy decisions (Teasley, 1989).

Through the use of such a decision-making analysis, community college resource development officials can chart a more definable path toward the private resources through the acceptance of the policymakers knowing the way more clearly.

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Policy Analyst

I. Optimum Allocation Analysis

TABLE 1

Crit. Names:	Crit. #1 Capacity	Crit. #2 Motivation	Crit. #3 Frequency	Crit. #4 TaxIncent	Crit. #5 Depend	
Weights:	4	3	2	2	3	
Policies						Sums
1. Individuals	4	5	4	3	5	21.00
2. Alumni	2	3	2	2	2	11.00
3. Corporations	5	3	2	5	3	18.00
4. Foundations	3	1	1	1	2	8.00
5.						0.00
6.						0.00
7.						0.00
8.						0.00
9.						0.00
10.						0.00
Sums:	14.00	12.00	9.00	11.00	12.00	58.00

TABLE 2

Unweighted Percentage Analysis

	Capacity	Motivation	Frequency	TaxIncent	Depend	Alloc. %
1. Individuals	28.57%	41.67%	44.44%	27.27%	41.67%	36.72%
2. Alumni	14.29%	25.00%	22.22%	18.18%	16.67%	19.27%
3. Corporations	35.71%	25.00%	22.22%	45.45%	25.00%	30.68%
4. Foundations	21.43%	8.33%	11.11%	9.09%	16.67%	13.33%
5.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
6.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
7.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
8.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
9.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
10.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

TABLE 3

Weighted Percentage Analysis

	Capacity	Motivation	Frequency	TaxIncent	Depend	Alloc.%
Weights:	4	3	2	2	3	
1. Individuals	114.29%	125.00%	88.89%	54.55%	125.00%	36.27%
2. Alumni	57.14%	75.00%	44.44%	36.36%	50.00%	18.78%
3. Corporations	142.86%	75.00%	44.44%	90.91%	75.00%	30.59%
4. Foundations	85.71%	25.00%	22.22%	18.18%	50.00%	14.37%
5.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
6.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
7.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
8.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
9.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
10.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	400.00%	300.00%	200.00%	200.00%	300.00%	100.00%

SENSITIVITY ANALYSIS

TABLE 4

Threshold and Convergence Analyses

	Crit.#1	#Crit.#2	Crit.#3	Crit.#4	Crit.#5	Sums
1. Policy A	4	5	4	3	5	21.00
2. Policy B	5	3	2	5	3	18.00
Weights	1	1	1	1	1	5
Allocation Percentages						
1. Policy A	44.44%	62.50%	66.67%	37.50%	62.50%	54.72%
2. Policy B	55.56%	37.50%	33.33%	62.50%	37.50%	45.28%
Threshold Values						
1. Policy A	1.32	1.91	1.51	0.81	-7.91	
2. Policy B	15.20	7.86	5.29	18.60	7.86	
Weights:	5.25	-0.89	-0.42	2.89	-0.89	
Convergence Weights						
	6.3	3.8	7.9	13.2	3.8	

Allocation Percentages with Increasing Weights

1 =Weight Units	Weights						
P,C	0	1	2	3	4	5	6
a,1	57.29	54.72	53.01	51.79	50.87	50.15	49.58
b,1	42.71	45.28	46.99	48.21	49.13	49.85	50.42
a,2	52.78	54.72	56.02	56.94	57.64	58.18	58.61
b,2	47.22	45.28	43.98	43.06	42.36	41.82	41.39
a,3	51.74	54.72	56.71	58.13	59.20	60.03	60.69
b,3	48.26	45.28	43.29	41.87	40.80	39.97	39.31
a,4	59.03	54.72	51.85	49.80	48.26	47.07	46.11
b,4	40.97	45.28	48.15	50.20	51.74	52.93	53.89
a,5	52.78	54.72	56.02	56.94	57.64	58.18	58.61
b,5	47.22	45.28	43.98	43.06	42.36	41.82	41.39

Allocation Percentages with Increasing Scores

1 =Score Units	Relationship Scores						
P,C	0	1	2	3	4	5	6
a,1	45.83	49.17	51.55	53.33	54.72	55.83	56.74
b,1	34.17	38.17	40.83	42.74	44.17	45.28	46.17
a,2	42.22	47.22	50.22	52.22	53.65	54.72	55.56
b,2	37.78	41.11	43.49	45.28	46.67	47.78	48.69
a,3	41.39	48.06	51.39	53.39	54.72	55.67	56.39
b,3	38.61	42.61	45.28	47.18	48.61	49.72	50.61
a,4	47.22	50.56	52.94	54.72	56.11	57.22	58.13
b,4	32.78	37.78	40.78	42.78	44.21	45.28	46.11
a,5	42.22	47.22	50.22	52.22	53.65	54.72	55.56
b,5	37.78	41.11	43.49	45.28	46.67	47.78	48.69

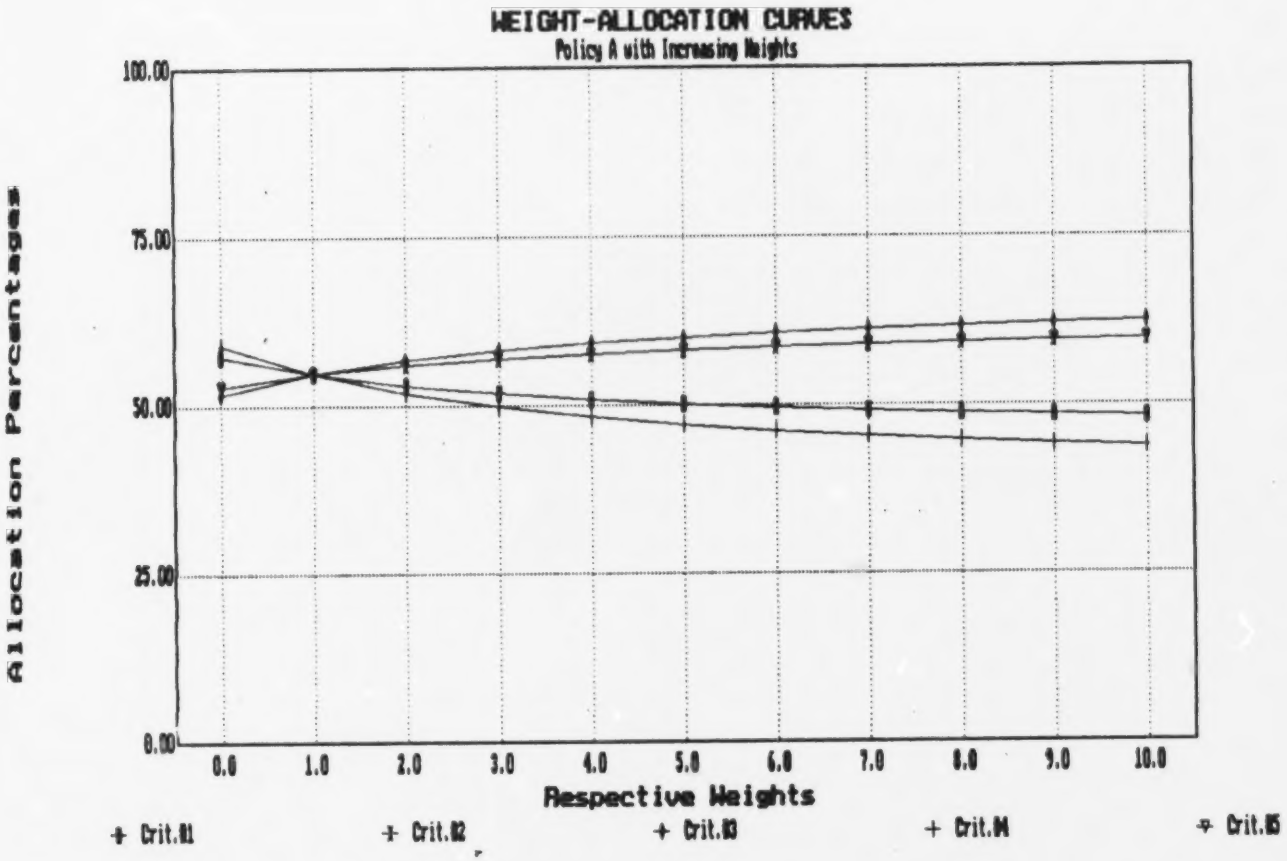
WEIGHT-ALLOCATION CURVES
Policy A with Increasing Weights
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FIGURE 1

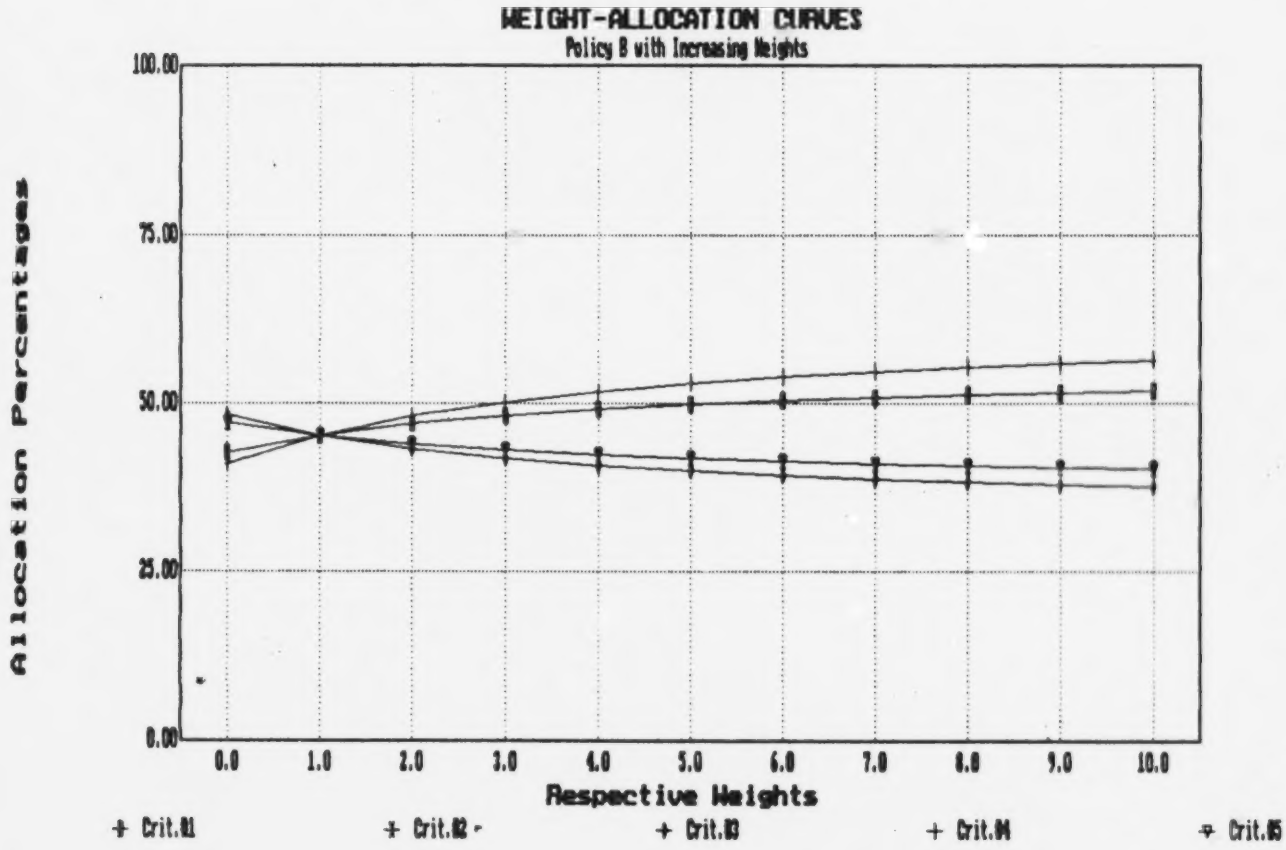
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FIGURE 2

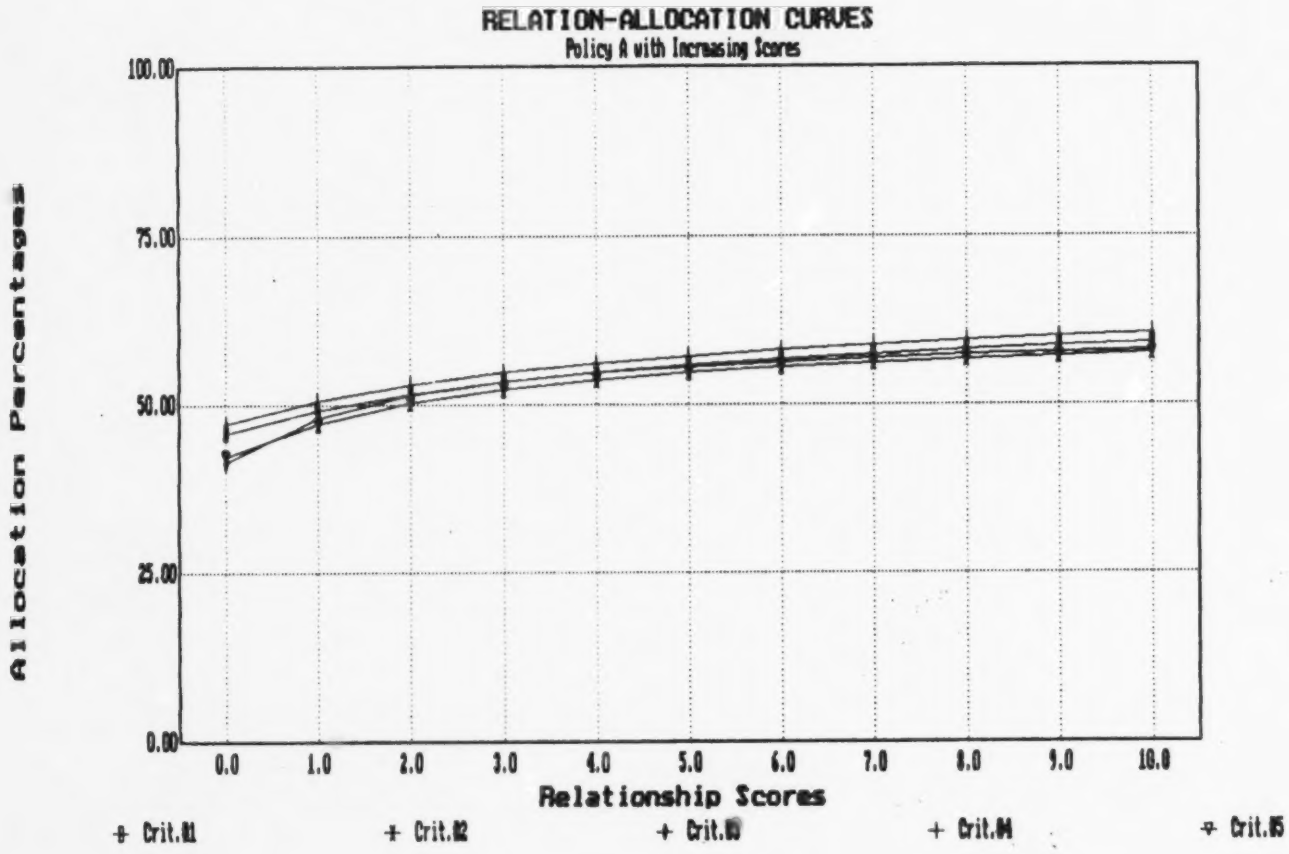
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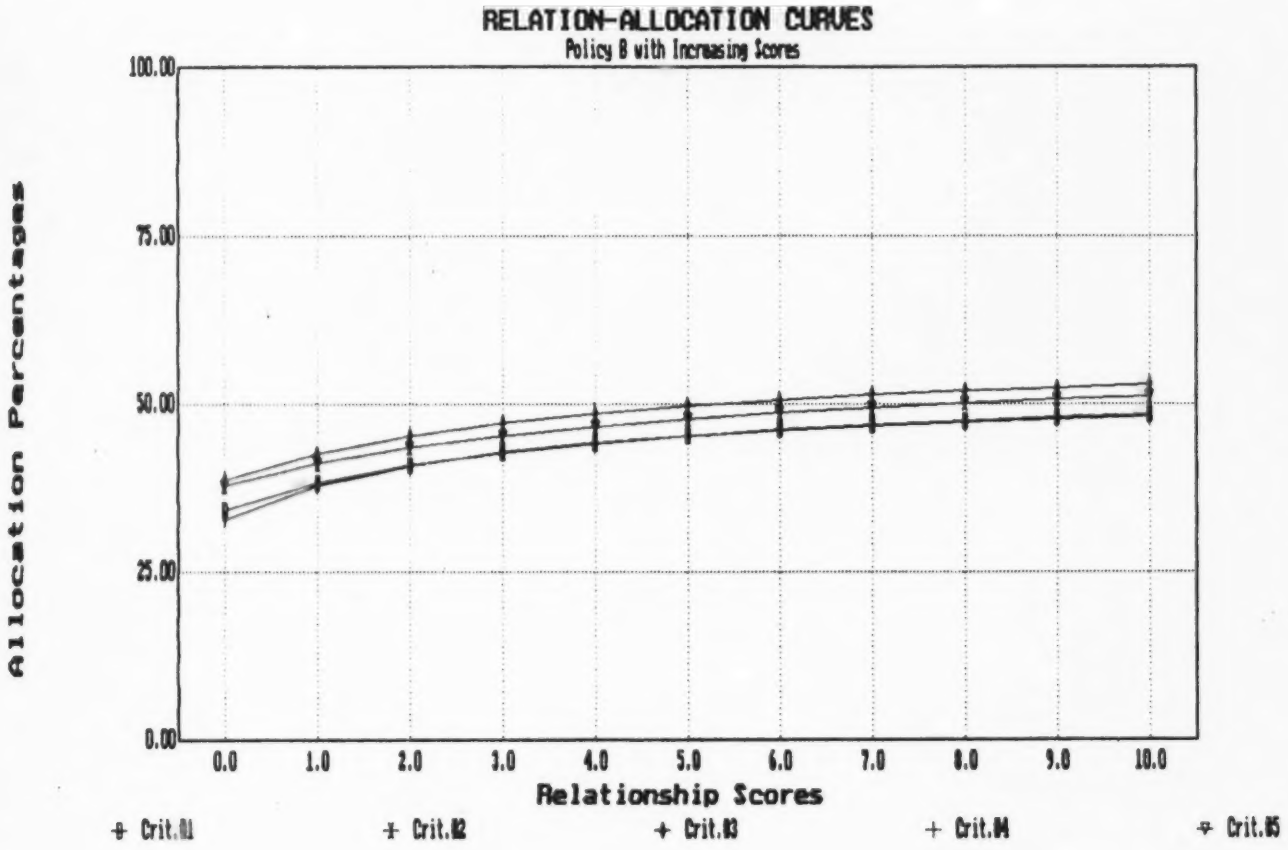
FIGURE 3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Relationship Scores
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FIGURE 4